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ABSTRACT

The report presents results from an evaluation of the "Side-by-Side" program in Albuquerque, New Mexico, designed to integrate institutionalized severely handicapped high school students into the public school system. Following a brief review of the program's history and a description of the evaluation's in-depth interview approach, the program's goals and objectives are listed with modifications suggested by staff. The following topics are then addressed in separate chapters: population served (enrollment, characteristics); program organization and services (compliance with state regulations, overall program services, curriculum, ancillary services); staff development and training needs (school inservice); consumer satisfaction (parents, students); service provider concerns; and regular education attitudes toward the Side-by-Side program. A final chapter lists recommendations on four topics: administration, staffing, curriculum, and facilities and equipment. (CL)

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Manzano High School

Side-by-Side

Program Review

Fall, 1983

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SEPTEMBER, 1983

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ADMINISTRATIVE SUMMARY

A comprehensive review of the Manzano High School Side-by Side program was conducted for two major reasons. The first was to determine and describe the nature of the service program for trainable, severely and profoundly handicapped students as it functioned during the 1982-83 school year and to document any changes and modifications to stated program goals since implementation in the Fall of 1978. The second reason was to obtain staff recommendations for program change and/or modification at Manzano as well as recommendations relative to the implementation of a second high school level Side-by-Side program in the Fall of 1984.

An in-depth personal interview approach was utilized by Review Committee members with Manzano program administrators, instructional staff, support therapy personnel, parents and students. In addition, classroom observations, Confidential Folder and individualized education plan reviews were also completed for a random sample of program students. A random sample of regular education faculty attitudes towards Manzano Side-by-Side services was also surveyed using a mail-in questionnaire procedure.

Major findings and recommendations obtained from the various information sources were as follows:

1. Program staff and parents are in general agreement with stated program goals, although recommendations were made to clarify goal statements and to develop more specific behavioral objectives for students in home living skills, physical and health care, communication, interpersonal/social skills and sex education.

2. Since the implementation of the Manzano program in the Fall of 1978, the population served has increased from 83 to 145, as well as increased in severity of disabilities served. Less disabled students are being successfully integrated into other special education service programs at Manzano or on other high school campuses.

3. Parents and students reported a high level of satisfaction with current Side-by-Side services at Manzano.

4. Program services are in compliance with existing state special education regulations although alternative staffing ratios have been strongly recommended by staff in order to adapt program services more specifically to Side-by-Side student needs.

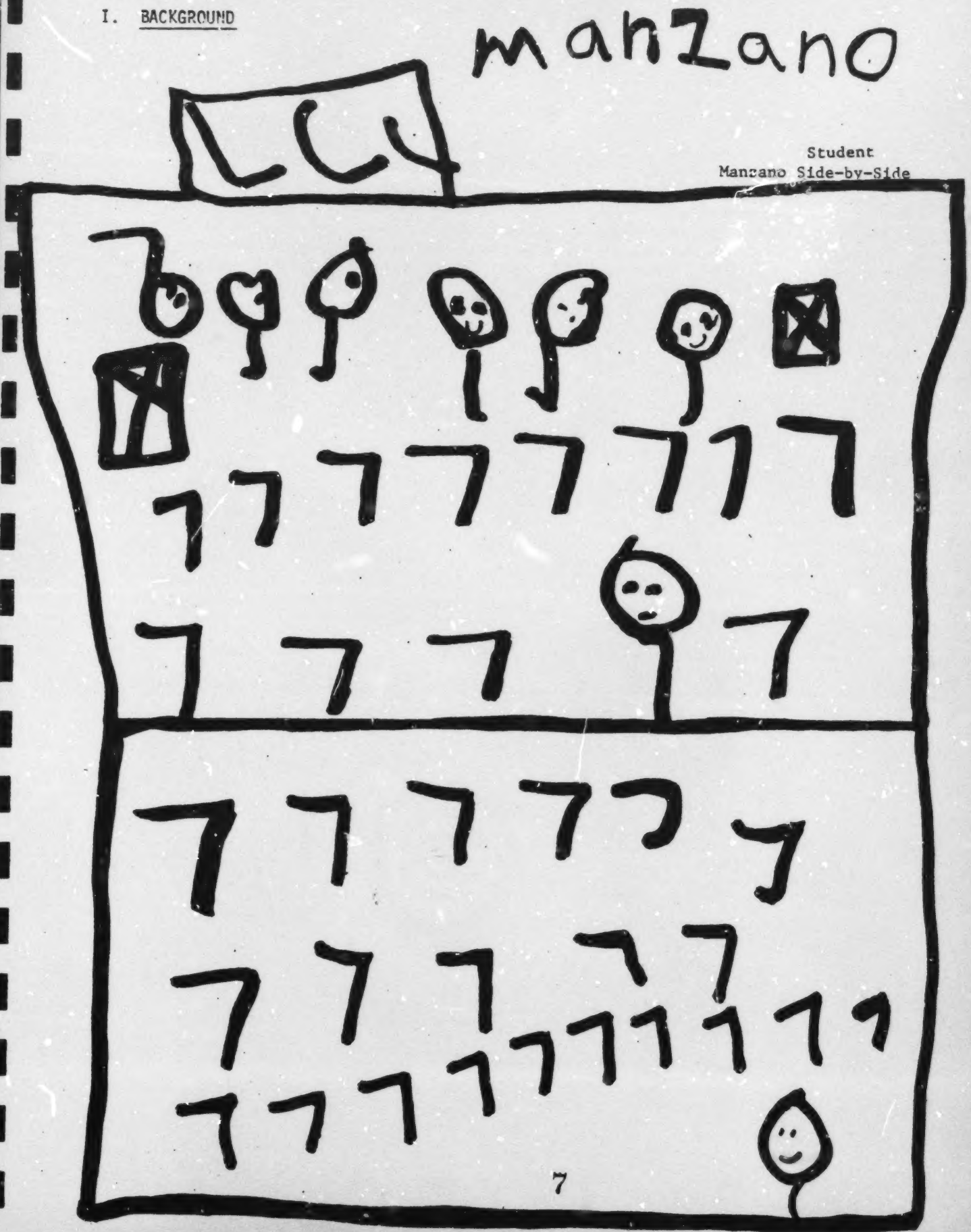
5. The summary of attitude responses from regular educators indicates a generally positive attitude towards the Side-by-Side program at Manzano.

6. Areas of concern for program improvement at Manzano as well as the establishment of another high school level Side-by-Side program include: assignment of a full-time assistant principal to the Side-by-Side program only; need for more administrative

6. (continued)

support to program staff; the need for improved physical facilities for instructional and therapy services; need for increased aide personnel and therapy services; a need for complete sex and health education curriculum specifically for Side-by-Side students; salary improvements for all personnel; need for additional work training opportunities and improved facilities for instruction; and a need to develop a network of support agency personnel (i.e., social services; Division of Vocational Rehabilitation, Association for Retarded Citizens, etc.) to work closely with school staff to improve or modify in-school training experiences in order to facilitate student integration into community living and work placements after graduation.

Additional copies of this Administrative Summary and/or the complete report are available in limited quantity from Elisabeth Driscoll; District Program Evaluator, Special Education; Instructional Research, Testing, and Evaluation; Albuquerque Public Schools, (505) 884-8762.



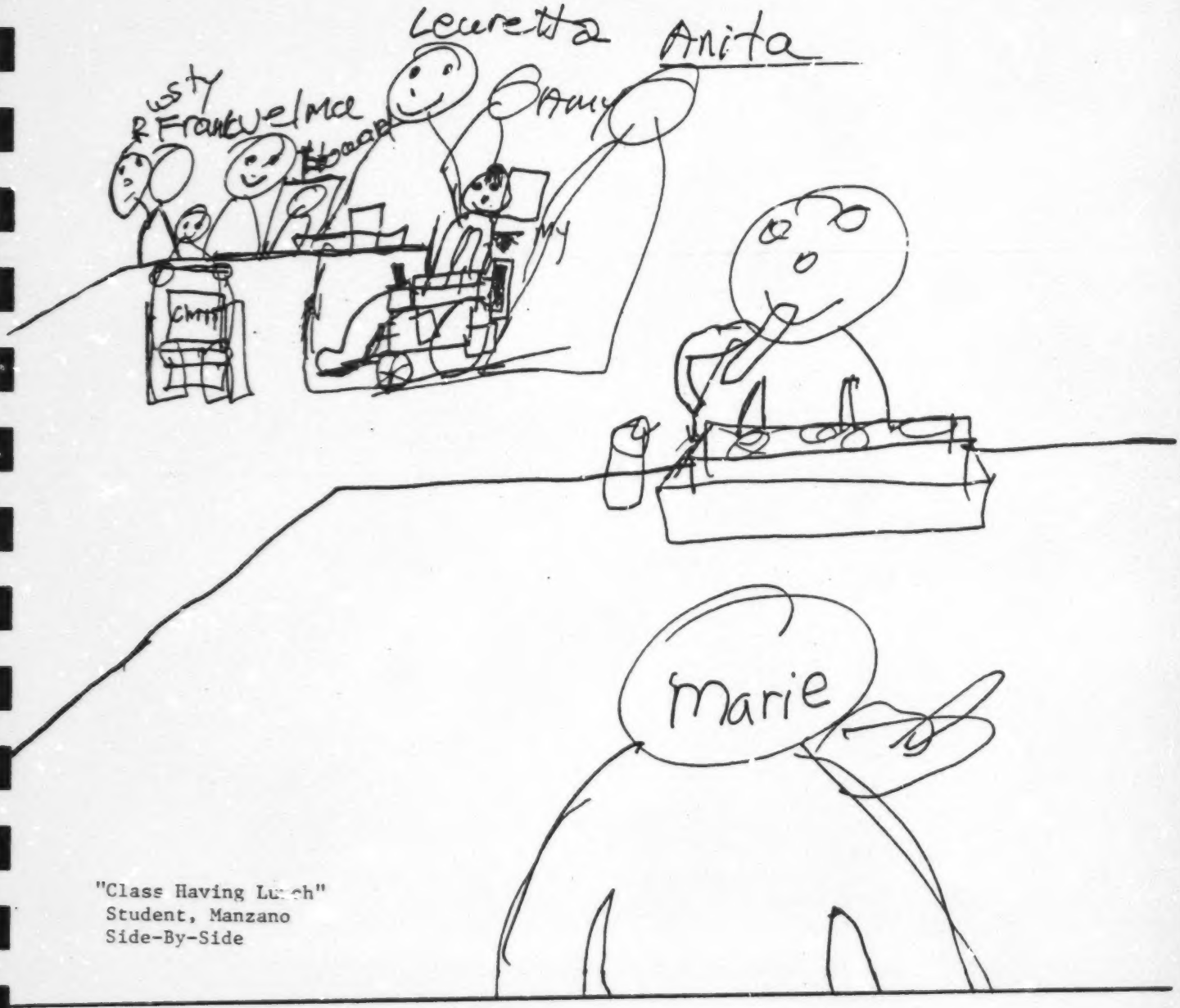
Student
Manzano Side-by-Side

I. BACKGROUND

The Side-by-Side Special Education Program Model as initially conceived and implemented in the Albuquerque Public School District was designed to establish an educational/theraputic service delivery system by which institutionalized, severely handicapped children could be integrated into the public school system.

Procedures for the deinstitutionalization of students from a local residential facility, Casa Angelica, were implemented by the district in the Fall of 1975. Through a series of six phases severely handicapped students were prepared to receive educational services until integration to public school campuses was accomplished for an initial group of six students in the Fall of 1976. By August of 1978, the transference of all Casa Angelica students onto regular public school campuses had been accomplished, and several elementary and middle school sites to serve these, and other severely handicapped students, had been established. In addition, planning for the implementation of the district's first high school level Side-by-Side program had been completed, and in the Fall of 1978, Manzano became the district's first high school campus site to provide services for severely and profoundly handicapped high school age students. The program began with an enrollment of eighty-three (83) students, and currently serves one hundred forty (140) students from every area of the district.

II. INTRODUCTION TO MANZANO SIDE BY SIDE PROGRAM REVIEW



"Class Having Lunch"
Student, Manzano
Side-By-Side

II. INTRODUCTION TO MANZANO SIDE-BY-SIDE PROGRAM REVIEW

In December of 1982, at the request of the Manzano High School Side-by-Side Program administration, a review committee was formed for the purpose of developing a process by which Side-by-Side Programs across the Albuquerque School District could be reviewed and eventually, formally evaluated. All committee members were school district personnel and represented the teaching, administrative and support service areas of special education as well as the instructional research, evaluation and data analysis disciplines.

In meetings prior to December 1982, special education administrative personnel had already determined the need to begin some kind of Side-by-Side program review process and recommended that the Manzano High School Side-by-Side program serve as the pilot site. The purpose of the review as established by district administrative personnel was twofold:

1. To determine and describe the nature of the Manzano High School program for trainable, severely or profoundly handicapped students as it functioned during the 1982/83 school year, and to document any changes and modifications of stated program goals and objectives as implemented in the Fall of 1978.

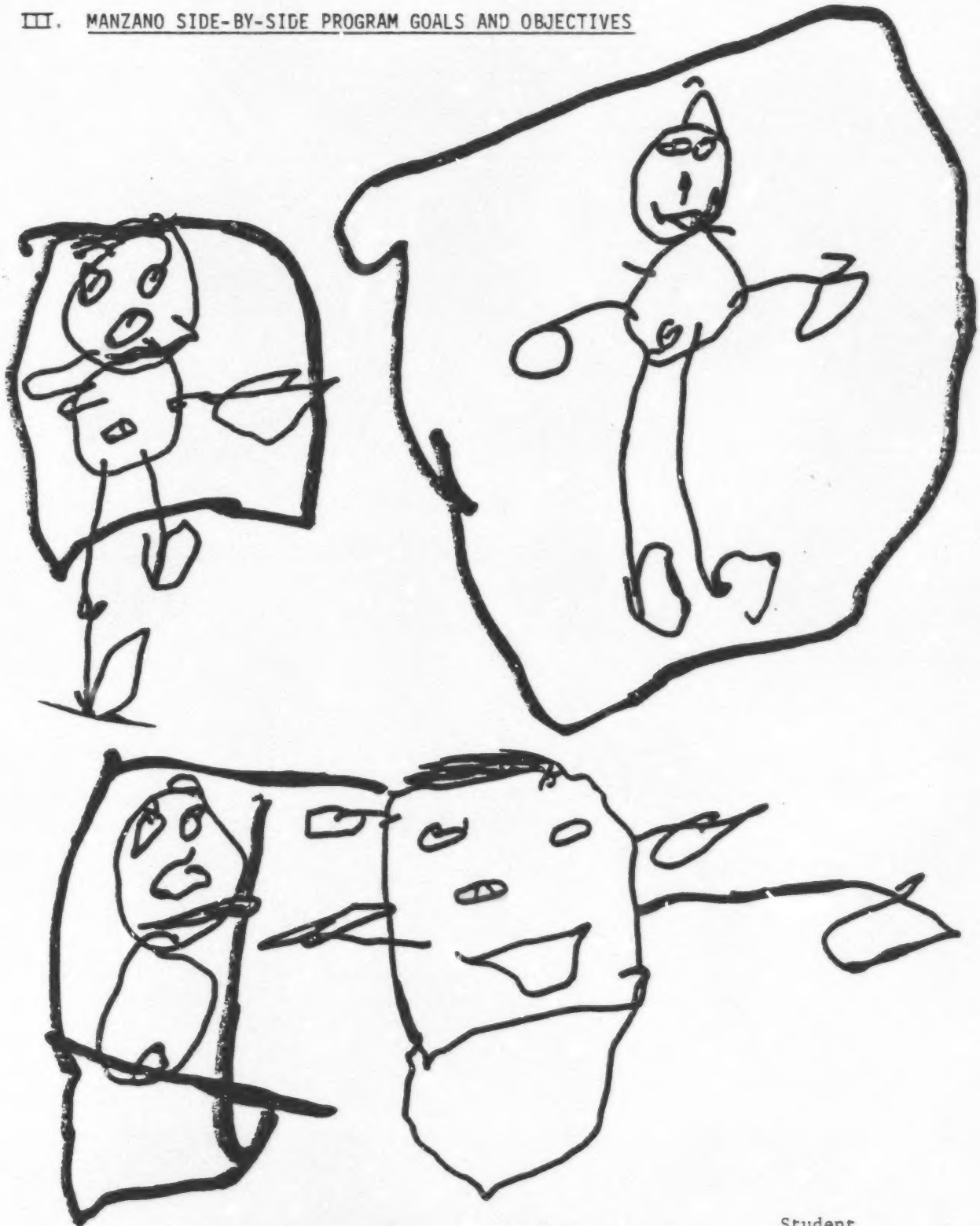
2. To obtain recommendations for program development, and or program modification relative to the implementation of a second high school level Side-by-Side program by the Fall of 1984.

From December, 1982 through mid April 1983, the Manzano Side-by-Side Program review committee met regularly to design the process and procedures to be utilized in conducting a program review. In addition, classroom visitations were arranged by the Side-by-Side assistant principal for all committee members in order to assure familiarity with all aspects of the Manzano program. Areas of concern for program review were articulated by committee members and questionnaires were developed for each information source relative to identified concerns.

The committee decided upon an in-depth personal interview approach and all Side-by-Side program personnel were scheduled for individual interviews utilizing questionnaires developed by the review committee. A 100% response rate was obtained with Side-by-Side teachers (20/20) and with classroom and support service aides (26/26). A seventy-seven (77%) percent response rate, or ten out of thirteen (10/13) interviews were completed with the professional support service staff. These interviews included the physical and occupational therapies, speech/language training, health services, adaptive physical education and vocational support areas. A random sample of twenty-five (25) Side-by-Side program parents and students was also selected for individual interviews, again utilizing questionnaires developed for each group. A sixty percent (60%) response rate or fifteen of twenty-five parent interviews were accomplished, while a ninety-six percent (96%) response rate (twenty-four of twenty-five) was obtained with students. A random sample of fifty (50) regular education faculty from Manzano was also selected and asked to respond

by mail to a one page knowledge and attitude questionnaire. A seventy-four (74%) percent response rate (34/50) was obtained from the regular education faculty group. Other sources of data for the program review included in-depth interviews with the Side-by-Side program assistant principal, home school liaison and department head; a review of the Confidential Folder for each of the twenty-five randomly selected program students; and a classroom teacher review of each of the selected students. Data received from each information source was summarized and combined in order to maintain respondent confidentiality and to develop a program review report that attempts to address concerns relative to program goals and objectives; program organization and compliance with state regulations; staffing; student characteristics; curriculum needs; staff development and training needs; school inservice training needs; auxiliary service delivery; student and parent satisfaction; and attitudes among regular education faculty towards public school support of severely handicapped students.

III. MANZANO SIDE-BY-SIDE PROGRAM GOALS AND OBJECTIVES



Student
Manzano Side-By-Side

III. MANZANO SIDE-BY-SIDE PROGRAM GOALS AND OBJECTIVES

All Side-by-Side Program staff were asked to rate their agreement with stated program goals. The results were as follows:

Fig. III-a

Stated Goals	Average Response (1 = Strongly Agree to 5 = Strongly Disagree)	Rate of Agreement
1. To teach vocational skills to Side-by-Side Program students	1.3	Strongly Agree
2. To achieve as normal an educational environment as possible for Side-by-Side students	1.6	Strongly Agree
3. To teach self-help skills that students can use after leaving Manzano	1.3	Strongly Agree
4. To teach social and leisure skills that students can use after leaving Manzano	1.5	Strongly Agree

Overall, program staff were in strong general agreement with already written and publicly stated program goals.

In addition to indicating agreement or disagreement with currently stated Manzano Side-by-Side goals, program staff were asked for suggestions and/or recommendations relative to clarifying or adding additional goal statements based on current student needs. The responses were as follows:

Fig III-b

Recommendations for Modification of Goal Statements	Percent of Staff Making this Response
1. To teach verbal as well as non-verbal communication skills that will enable a student to make his/her needs or wants known to others outside of the school environment	31.3%
2. To teach basic physical and health care skills (exercise, nutrition, etc.) that a student can use to promote his/her own physical well being after leaving Manzano	18.7%
3. To teach specific home living skills that will enable a student to function effectively in a group home or private home living situation after leaving Manzano	18.7%

Fig. III-b (continued)

Recommendations for Modification of Goal Statements (continued)	Percent of Staff Making this Response
4. To teach specific interpersonal and social skills that a student will need to function in a group or residential setting as well as in the work place	18.7%
5. To teach basic sexuality and sex education information needed by students in order to develop appropriate interpersonal relationships	12.5%

While all respondents suggested that the recommendations could be subsumed under one or more of the existing goal statements, it appears that some expansion of each goal statement would be preferred. A modification of each goal statement with an accompanying list of specific behavioral objectives could be well utilized by program staff in communicating program purposes to parents and in facilitating communication with community/support service agencies.

Review committee members also interviewed parents about their perceptions of the purposes or objectives of the Manzano Side-by-Side program. Seventy-three percent (73%) or eleven of the fifteen (11/15) parents interviewed reported that the major objectives of the program were to: teach vocational or practical job skills; teach independent living skills; teach how to get along with "regular" students and adults better; and teach personal hygiene skills. Two parents did not respond to the questionnaire items related to program objectives, and two parents reported that they weren't sure yet exactly what the Manzano program objectives might be other than to learn how to be with "normal peers". In general, it appears that parental perceptions of program objectives are consistent with actual stated goals and objectives.

IV. POPULATION SERVED

Student
Manzano Side-By-Side

IV. POPULATION SERVED

A. Enrollment

In the Fall of 1978, the first Side-by-Side Program for high school age students was begun on the Manzano campus. The program initially enrolled eighty-three (83) students classified in accordance with state special education regulations as trainable mentally handicapped, severely/profoundly handicapped, multiply impaired, communicative disordered, deaf/blind or severely emotionally disturbed. Age, and the severity of each student's handicapping condition or conditions served as the primary rationale for inclusion in the high school level Side-by-Side program. Of the initial group of students to begin receiving services at Manzano, several were transferred directly from residential or institutional facilities while the remainder were students from elementary and middle school programs established prior to 1978. Since the Fall of 1978, the Manzano Side-by-Side enrollment has steadily increased to the current service population of one hundred-forty (140) (May 1983). While the enrollment has fluctuated to as many as one hundred forty-five (145) students, administrative interviews indicated that the population has begun to stabilize at about the 140 student enrollment level. Due to the severe health conditions suffered by many of the students, some fluctuation in enrollment can be expected due to hospitalization and/or death.

B. Characteristics of Students Served

As a part of the program review process at Manzano, administrative and instructional staff members were asked to describe the behavioral characteristics of students served in the Side-ty-Side program and to comment on any changes in student characteristics since the beginning of the program. In addition, instructional staff were also asked to describe the characteristics of students that seem to have benefitted the most, and those that seem to have benefitted the least from Manzano Side-by-Side Program services since the Fall of 1978.

1. Changes in Student Population

Interview responses obtained from Manzano Side-by-Side administrative and instructional personnel indicate the following changes in the student population have occurred:

a. Higher functioning physically impaired students have been gradually moved out of the Manzano Side-by-Side program and integrated into special education or regular education programs either at Manzano or other high school campuses. The most severely physically dependent and multiply impaired students have remained in the Side-by-Side program, with more severely impaired students being added each year.

Several causative factors have been suggested relative to this observed change. The factors include:

- The rapid expansion of all types of special education services to more schools in the district over the last five to eight years;
- The development of a coordinated network of diagnostic and theraputic/ancillary support services for all disability areas through the establishment of the District Diagnostic Center;
- The provision of Side-by-Side program services to students at the elementary and middle school level thus enabling them an opportunity to develop some of the skills necessary for successful integration into other special education programs on high school campuses across the district; and
- A district committment to providing the "least restrictive" educational environment for all special education students, including the most severely handicapped.

b. A second population change reported by program personnel is the movement of two Side-by-Side classes for severely emotionally disturbed students to another high school campus. Due to chronic negative social interactions observed between the severely retarded and emotionally disturbed, but intellectually more able student groups, two classes of emotionally disturbed students were moved from Manzano to another high school campus. The autistic and multiply disabled, lower intellectually functioning students were maintained in the Manzano Side-by Side program.

c. A third and more general change in the characteristics of the Manzano Side-by-Side student population reported by some program staff is the observed need for more training in adaptive behavior and physical/mobility skills related to sheltered workshop rather than community employment placement. This change in observed student abilities appears to reflect program efforts to facilitate movement of more able students into other special educational support programs in order to focus on the identification, enrollment and provision of educational/theraputic services to the most severely disabled students from the Albuquerque community whose only service alternative would be placement in an institutional facility.

2. Characteristics of Students Benefitting Most and Least from Side-by-Side Services

Side-by-Side Program personnel were asked to describe the characteristics of students that they believed benefitted the most, as well as those benefitting the least from current program services. The results were as follows:

Fig. IV-2a

Characteristics of Students Benefitting Most	Percent of Staff Making This Response
Trainable Mentally Handicapped	55%
Educable Mentally Handicapped	25%
Ambulatory students with at least minimum, social/interactive skills	5%
Severely/Profoundly Handicapped	5%

Fig. IV-2b

Characteristics of Students Benefitting Least	Percent of Staff Making This Response
Severely/Profoundly Handicapped	25%
Deaf/Blind	25%
Non-ambulatory, severely physically disabled and chronically ill	25%
Severely Behavior Disordered (bizarre behavior)	15%
Educable Mentally Handicapped (need challenge of higher functioning groups of students)	15%
Severely Visually Impaired without previous mobility training	5%

The Trainable Mentally Handicapped student is the only population group for which significant agreement (55%) of program benefit was reported. No significant agreement regarding those benefitting the least was obtained. These results may be due in part to how the questions were asked, but they also suggest a need for clarification among administrative and program staff as to the definition and measurement of behavioral change and student progress.

Student
Manzano Side-By-Side

V. PROGRAM ORGANIZATION/SERVICES

A. Compliance with State Regulations

The New Mexico State Department of Education defines the population characteristics of students with special needs and describes the program level of service appropriate to those populations to be served in a D level program.

> "The child's special learning needs are such that they require extensive modification of instructional content, instructional methods, and the provision of a highly structured learning environment. Academic achievement and/or social development may be significantly behind the chronological peer group. The child requires extensive training in the acquisition of adaptive or compensatory skills.
>
> (1) The special education teacher works with small groups of children on a highly structured half- to full-day basis, provides direct instruction to the students, and integrates each student in the regular education program as progress indicates. Work-study may be an alternative program for students sixteen (16) years of age or older. In special cases, students fourteen (14) and fifteen (15) years of age may participate in a work-study program subject to the conditions of Section 1.6 of these standards and the New Mexico Labor Code, Sections 50-6-2 through 50-6-7, NMSA, 1978.
>
> (2) Enrollment is not to exceed eight (8). An aide is required when enrollment reaches seven (7) or when at least one student is not independently mobile.
>
> (3) At a minimum, time in the D program accounts for fifty percent of the instructional day. Where instructional days are less than six (6) hours, the child must receive at least three (3) hours a day in special education. Structured integration and the provision of required ancillary services may occur during the remainder of the instructional day." (Standards for Special Education, July 1982)

The Manzano High School Side-by Side Program is categorized by state regulations as a D level service program and as such is expected to comply with the service requirements for D level programs. While the needs of Side-by-Side students are <u>generally</u> consistent with the state criteria for D

level, it is important to state here that alternatives for staffing and organization of the Side-by-Side program for high school level students should be given consideration. The results of classroom observations, staff interviews and student Confidential Folder reviews by committee members indicate that the severity of student needs may warrant that an additional service category be developed for adoption into the state regulations or additional flexibility for service provision be incorporated into existing regulations. As already mentioned in Section III Population, Manzano program staff have effected the transition of more able students into higher level programs either at Manzano or on other campuses, and have focused service effort towards the most severely disabled high school age student.

B. Overall Program Services

Within the more general category of D level special education programs, the Manzano Side-by-Side Program provides educational services to students in the following training areas:

1. Life Skills Bloc
2. Skills Development Bloc
3. Work Activity/Training Center Bloc
4. Career Vocational Bloc

These training modules were developed in accordance with the stated vocational emphasis of the program in the Fall of 1978, and have continued to this date. Students enter the program through either the Life Skills or Skills Development Bloc, depending on initial entry skills, and pre vocational/vocational aptitude and skills are assessed after initial enrollment at Manzano. As students develop appropriate adaptive, physical/motor, academic skills and pre vocational skills through the Life Skills and Skills Development Blocs, they may be transferred into the Work Activity/Training Center or Career Vocational Training Bloc. The Work Activity Bloc enrolls those older students for whom sheltered workshop employment may be the most appropriate post high school placement while the Career Vocational Bloc provides job training and work opportunities for older students determined as most likely to succeed in some form of community work and/or independent living placement. In addition to functional academic, social/adaptive and vocational training, each Side-by-Side student receives daily support service assistance in speech, physical therapy, occupational therapy and/or adaptive physical education. All students are enrolled in a five and one-half hour school day during which time they are engaged in continuously supervised activities, both educational and theraputic.

C. Program Administration

The existing administrative configuration for the Manzano Side-by-Side Program consists of a Special Education Assistant Principal, a Side-by-Side Department Head, and a Home School Liaison. Overall administrative

responsibility resides with the school building principal to whom the special education assistant principal reports directly.

As a part of the Side-by-Side Program review process administrative personnel were interviewed extensively about their own and each other's job responsibilities; role definitions in relation to overall Side-by-Side Program operations; the interrelationship of job roles; and the relationship and responsibilities of administrative staff to program staff. Administrative staff were not asked to comment on their roles or responsibilities in relation to other administrative units within the district. The purpose here was to focus on the "inhouse" administrative organization at Manzano high school.

Administrative personnel were also asked to discuss strategies utilized to facilitate program communication among Side-by-Side staff; with other special education staff; with regular education staff; and with parents. Lastly, Side-by-Side administrators were asked to identify current program needs; to identify some of the conditions that need to exist in a high school environment to ensure the success of a Side-by-Side program; and to make any recommendations about administrative or program operations that could be incorporated into the district's administrative planning for a second Side-by-Side Program to be established on another high school campus by the Fall of 1984.

Interview responses from each Side-by-Side administrator were summarized across topic areas and abbreviated into short descriptive statements relative to that topic area. No summary of comments within each topic area can be considered exhaustive as it is simply a report of overall responses obtained during a single interview session with each administrator.

In addition, the reader is reminded that one of the purposes of this review was to provide descriptive information about current program operations as reported by service providers - not to directly evaluate the efficacy of any area of program management or service delivery. Five specific topic areas related to program administration were investigated as a part of this review, and are reported on the following pages.

TOPIC AREA: Job Roles & Responsibilities/In Practice

(1982-83 School Year)

Assistant Principal	Side-by-Side Department Head	Home School Liaison
- has overall school administrative responsibilities similar to other assistant principals at Manzano. (i.e., School Improvement Team: School Support Team; assisting with school wide functions; general student supervision)	- teaches four periods a day, 1 hour daily alloted for Side-by-Side department responsibilities	- functions as a special education coordinator in terms of facilitating student enrollment and placement, student and parent advisement; arrangement of transportation; scheduling for therapy
- supervises all Side-by-Side program staff; conducts staff evaluations; administers budget; conducts Education Appraisal and Review meetings, makes class assignments; responsible for disciplinary matters; makes community contacts for vocational work activities and placement opportunities	- assists teachers with curriculum and provides instructional leadership	- carries out directives of the assistant principal
- is responsible for the general management and supervision of all other special education programs and classes at Manzano in addition to managing and supervising all of the Side-by-Side programs	- monitors development of Individual Education Plans	- arranges and participates in all Education Appraisal and Review meetings
	- provides orientation for new staff, help with aide training	- provides personal support and counseling to program staff
	- counseling and personal support to teachers and aides	- investigates parent complaints; facilitates parent-teacher contacts and communication
	- ordering of supplies and materials and oversees Side-by-Side budget expenditures	- identifies resource agencies for parents; assists them in obtaining services from local community, State and Federal agencies
	- serves as liaison to other school departments and to feeder schools for Side-by-Side placement	- provides some direct parent counseling
	- responsible for grade and program progress reports	- serves as a liaison to alternative home placement situations for students (i.e., group homes)
	- teacher and aide scheduling, and development of Master Schedule prior to 1982-83 school year	- maintains student confidential files
	- some community contact with vocational training opportunities for Side-by-Side students	- assists and supports Department Head with Side-by-Side activities; teacher concerns, and home/school communications
	- assists with inservice training	
	- conducts bimonthly Education Team meetings	

Administrative staff reported using the following strategies to facilitate communication among and between staff groups:

TOPIC AREA: Strategies Currently Utilized by Side-by-Side Administrative Staff to Facilitate Communication

Between Side-by-Side Staff and Side-by-Side Parents

- require a home visit at beginning of school year
- Education Appraisal & Review meetings and Individual Education Plan conferences
- progress notebooks sent on a daily, weekly, or bi-monthly basis from teachers to parents via the student
- nine weeks written progress reports sent to parents
- written information letters and memos
- evening information sessions for parents (frequency not mentioned)
- parent "Booster Club" activities (frequency not mentioned)

Between Side-by-Side Staff and Other Special Education Personnel

- inservice activities several times a year between Side-by-Side and regular special education staff
- intermittent information memos
- teacher to teacher meetings, as need arises

Between Side-by-Side Program and Regular Education Programs

- attend bi-monthly department chair meetings
- assistant principal's participation on School Support and School Improvement teams
- Side-by-Side staff and student participation in school wide activities during and after school hours

Among Side-by-Side Staff and Between Side-by-Side Staff and Ancillary Support Personnel

- bi-monthly Education Team meetings
- Individual Education Plan conferences
- Friday morning, before school coffee, discussion sessions
- teacher to teacher informal meetings

When questioned about conditions that should exist in a high school environment to facilitate the success of a Side-by-Side program administrative staff reported the following information:

TOPIC AREA: Conditions That Need to Exist in a High School Environment to Ensure Success of a Side-by-Side Program

- a well informed regular education staff and student population with regard to characteristics of Side-by-Side students, needs, program purposes, etc.

- ongoing "public relations" and information dissemination activities in order to sensitize and educate all school faculty and students to the needs of the severely handicapped
- overall recognition on the part of all administrators and as many teachers as possible, that Side-by-Side services are an important part of the range of services available to high school age students
- strong, visible support for Side-by-Side from school building principal
- Side-by-Side staff involvement and participation in school wide committees and activities
- active inclusion of Side-by-Side students in general school activities and programs
- some integration of regular education students in Side-by-Side Program activities (i.e., as aides, tutors)

Administrative staff were also asked to report their perceptions of current program needs. The following statements were provided:

TOPIC AREA: Current Program Needs As Perceived By Side-by-Side Administrative Staff

- physical facility improvement at Manzano for occupational therapy, physical therapy, and adaptive physical education activities
- improved facilities and equipment to teach home living skills
- need occupational therapy and physical therapy aides
- differential training opportunities for teachers, aides, and therapy staff in order to improve professional skills in meeting specific student needs
- inservice training opportunities for all staff in Education Team procedures
- have assistant principal's responsibilities focused on the Side-by-Side program in order to provide more time for communication, personal support to and guidance of staff and educational/curriculum leadership
- improve integration of support therapies into classroom activities, provide opportunities for more teaming of teacher and therapy personnel
- increased exploration with community service and business organizations relative to additional work contracts and training opportunities for students
- additional sheltered workshop training opportunities for students
- differential training requirements for Side-by-Side Program aides and improved salary schedules
- improved salary schedules for all professional personnel in order to require additional training or experience with severely/profoundly handicapped populations
- substitute or "relief teacher" pool of personnel with training and practical experience in working with severe/profound students. Use of existing district substitute personnel is inappropriate to Side-by-Side program needs
- more "integration" opportunities for regular education students as aides, tutors, etc. in Side-by-Side classes

Finally, administrative staff were interviewed about recommendations for program change relative to new site planning. The following suggestions were obtained:

TOPIC AREA: Recommendations for Administrative and Program Operation Changes Relative to New Site Planning

- establish a full time assistant principal for the Side-by-Side Programs
- require Side-by-Side assistant principal to be knowledgeable about the local community, support agencies, etc.
- require assistant principal to be knowledgeable about overall district special education services
- require assistant principal to have strong instructional background and professional work experience with the severely/profoundly handicapped
- active program support and involvement by school building principal
- specific definition of administrative roles and responsibilities relative to all aspects of Side-by-Side program services
- implement regular evaluation procedures on all aspects of Side-by-Side Program operations
- provide ongoing information and sensitization activities for total school faculty and regular student body
- emphasize recruitment of program staff with training and/or experience with most severely handicapped populations
- establish a Side-by-Side substitute instructional pool or "relief teacher" positions who would work part time in the Side-by-Side program and be available for full-day employment in the event of regular teacher, aide, or therapist absence
- improve overall physical plant facilities relative to therapy (occupational therapy, physical therapy and adaptive physical education) and specific instructional needs (i.e., home living and work training areas)
- implement and evaluate use of recently developed Side-by-Side curriculum guides
- develop and implement an appropriate sex education curriculum for Side-by-Side students

D. Staffing Patterns and Staff Characteristics

1. Patterns

Several of the classroom programs within the four major training blocs are staffed in the more "traditional" D level program format of eight students, one teacher and one aide. In addition, in those classrooms where the deaf-blind and severely physically impaired students are served, some additional aide personnel are available to assist the non-independently mobile. In the Work Activity and Career Training areas instructional personnel have utilized a larger group approach and teamed together to set up appropriate learning experiences for students. This flexibility of approach to staffing, while maintaining accepted teacher-pupil ratios, appears to be an important consideration in the staffing of Side-by-Side Programs at the high school level.

In reviewing staffing patterns either in use, or desired by program staff, all Side-by-Side personnel were asked to rate the effectiveness of the more typical D level 8-1-1 staffing pattern in facilitating the accomplishment of program objectives. The following results were obtained:

Item: The typical D level staffing pattern in use in many schools across the district is 1 teacher, 1 aide to no more than 8 students.

Fig. V-d1

Rate the effectiveness of this typical staffing pattern in enabling a Side-by-Side teacher to:	SCALE: Extremely Effective (1) … Not at all Effective (5) (most effective) ↓ (least effective)	AVERAGE RATING SUMMARY
a) provide individual or small group counseling support		3.4
b) conduct small student group instruction		3.4
c) group students for vocational training		3.6
d) effectively manage student behavior		3.6
e) interact with community agencies (i.e., group home personnel, work placement or job suppliers, etc.)		3.6
f) interact with support service personnel to assist students		3.6
g) perform required record keeping and clerical tasks (i.e., write Individual Education Plans, collect data, write progress notes, send notices to parents, etc.)		3.6
h) provide individual instruction		3.6
i) interact with parents		3.8
j) supervise/assist aide in planning and working with students		3.8

Recommendations for alternative staffing patterns were also solicited from program staff. The results were as follows:

Fig. V-d2

Alternative Staffing Suggestions	% of Staff Making This Response
- use of teacher as program manager with one aide per three students or teaching teams of three teachers/three aides per twenty students	40%
- no opinion	20%
- Additional aides for increased number of non-mobile students, all classes	10%
- use of parents and community volunteers in the classrooms to form instructional support teams	10%
- regular "relief" staff to enable teachers and aides to take additional training, make home visits, establish community work contacts, evaluate student progress, etc. Teachers would use the relief staff on a rotation basis	10%
- use of university special education graduate students for individual instructional support	10%

The summary of results indicates a moderately effective rating in the use of the more typical 8-1-1 D level staffing pattern for the Manzano High School Side-by-Side Program. The recommendations for alternative staffing strongly suggest a need to increase the ratio of teacher or instructional personnel to individual students and to consider alternative grouping arrangements for some educational and vocational activities.

2. Staff Characteristics

Demographic information was requested from each Side-by-Side program teacher interviewed. The information was summarized and is presented here to provide an overview of the characteristics of current Side-by-Side professional staff. In addition, teachers were asked to discuss significant training or previous job experience found helpful to employment in the Side-by-Side program and to make recommendations about training or job experience needed by professional teachers prior to employment in a Side-by-Side high school level program. The review

committee felt that staff recommendations would be useful to administrators during personnel interviews for replacement and/or the hiring of new staff that might be needed to implement a second high school level Side-by-Side Program in the Fall of 1984.

Fig. X-d3

Demographic Summary

		Number	% of Total
Age:	under 30 years	10	50%
	31 - 40 years	6	30%
	41 - 50 years	1	5%
	51 years and over	3	15%
	N =	20	
Sex:	Female	12	60%
	Male	8	40%
	N =	20	

Fig. X-d4

Teaching Experience

	Range	Mean # of Years
Total # of Years Teaching Experience:	1 - 21 years	7.0 years
Years Teaching Special Education:	1 - 13 years	5.9 years
Years Teaching in Side-by-Side:	1 - 17 years	3.5 years
Number of Years Employed at Manzano:	1 - 6 years	3.1 years

Fig. X-d5

Educational Training

Highest Degree	Number	Percent of Total
BA/BS (special education)	6	30%
MA (1 elementary, 1 ed. administration, and 6 special education)	9	45%
MA + 15 (special education)	1	5%
MA + 30 (3 special education, and 1 administration education)	4	20%
	N = 20	

Fig. V-d6

Certification

Type/Area	Number	Percent of Total
Special Education (K-12)	16	100% State Certified (Special Education or Special Education and Combination
Physical Ed and Special Education (K-12)	1	
Elementary and Special Education	2	
Special Education (K-6)	1	
	N = 20	

The demographic data indicates that the "typical" Side-by-Side teacher currently employed at Manzano is female, under thirty years of age, and has an average of seven years teaching experience, most of which has been in special education (5.9 years). Additionally, the "typical" teacher has had three and one-half years experience in Side-by-Side and been employed at Manzano for a little over three years. With regard to training and certification, twenty-five (25%) percent of all teaching staff had additional hours or an advanced degree beyond the Bachelor's and 100% are New Mexico state certified.

With regard to questions about significant job experiences and recommendations for training or experience needed prior to Side-by-Side employment, program staff reported the following information:

Fig. V-d7

Significant Training/Prior Job Experience Helpful to Side-by-Side Employment

Response Categories*	Total # Response Each Category	% of Total Responses
- institutional work experience with severely handicapped	7	30.4%
- prior teaching experience with the retarded or severely handicapped	4	17.4%
- group/residential home work experience with the retarded	4	17.4%
- intensive college training practicum (2 semester +) with severe/ profound students	4	17.4%
- industrial/business work experience	2	8.7%
- language and communication skills training	1	4.3%
- sheltered workshop job experience	1	4.3%
	Total Responses = 23	

* More than one response was provided by some interviewees

Fig. V-d8

Recommendations for Training or Job Experience Needed Prior to Side-by-Side Employment

Response Categories*	Total # of Responses	% of Total Responses
- two or more semesters of college practicums with trainable mentally retarded and severe/profound students	4	18.2%
- training in management of aggressive behaviors and emergency health care procedures	4	18.2%
- regular and special education classroom teaching experience (minimum, 2 years)	4	18.2%
- language and communication skills training for the severely handicapped	2	9.1%
- vocational skills training for all special education teachers as well as Side-by-Side teachers	2	9.1%
- institutional work experience with the mentally retarded and severe/profound children and adults	2	9.1%
- group home work or one semester practicum experience in a group home	1	4.5%
- knowledge of APS school system, special education regulations as related to Side-by-Side funding, staffing, etc.	1	4.5%
- training in the assessment of severe/profound students	1	4.5%
- training in parent counseling	1	4.5%
	Total Responses = 22	

* More than one response was provided by some interviewees

E. Curriculum

The Review Committee did not directly examine Side-by-Side curricula, as a completed curriculum guide was scheduled for publication and implementation during September of the 1983-84 school year. For the past several years program staff from elementary, middle school and Manzano High School programs have been developing a comprehensive curriculum specifically tailored to the educational needs of Side-by-Side students.

The Side-by-Side Review Committee therefore, decided to look at current Individual Education Plans, make classroom observations, review Confidential Folders for a random sample of twenty-five students and obtain teacher reviews of the same students. These procedures were implemented in an attempt to determine if stated Individual Education Plan (IEP) goals and objectives were consistent with activities actually observed in various classes; to assess the degree of congruence between stated Individual Education Plan objectives and teacher assessment of the same student; and to determine whether Confidential Folders contained all necessary student information. The results of these reviews were summarizerd as follows:

1. Individualized Education Program Information

Fig. X-e

a. IEP in confidential file for 1982-83?

Yes	= 3
No	= 17
Total	= 20

b. Alternative location of 1982-83 IEP if not in confidential folder.

Classroom	= 17
Other	= 0
Total	= 17

c. IEP in confidential file for 1981-82?

Yes	= 20
No	= 0
Total	= 20

d. IEP in Confidential File for previous years? (if appropriate, back to at least 1977-78)

Yes	= 20
No	= 0
Total	= 20

e. Rate of agreement between written IEP's and observation of classroom activities and student needs.

Rate	= 100%

Due to time constraints of review committee members, only twenty complete folder and Individual Education Plan reviews were accomplished. Of the twenty actually reviewed, all students had complete Individual Education Plan's developed, but only three were in the Confidential Folders. The other seventeen were maintained by teachers in locked classroom files, but accessible for use by staff, aides, and therapy personnel. Individual Education Plans developed at Manzano for staff use prior to the 1982-83 school year were all filed in the Confidential Folders. In addition, there were no major discrepancies between stated Individual Education Plans and observations of learning activities for each student reported by any review committee member.

2. Confidential Folder Review

Of the twenty (20) student folder reviews that were accomplished, the following findings were reported by review committee members:

a. Current demographic and program placement information was available in all cases (i.e. DOB, sex, location, type of program, exceptionality, grade level, years in current program, and type of class placement).

b. Student descriptors or characteristics noted in files ranged from precise behavioral descriptions of skills, abilities or deficits to very general categorical kinds of descriptors (i.e. "autistic, mentally retarded").

c. Current (1982-83) Individual Education Plan goals and objectives were listed in three of the twenty folders, with the remainder in classroom files. Previous year Individual Education Plans were available in all files.

d. The most current intelligence test information was available in all folders; achievement results were available in fifteen of the twenty folders; adaptive behavior test results were available in eighteen of the twenty folders; and vocational skills test results were available in only seven of the twenty folders.

e. Current ancillary support service information was available in all Confidential Folders and the detailed Individual Education Plans for each support service were found in classroom working folders.

f. Background information including social, family and medical histories was found in eleven of the twenty Confidential Folders while the other nine folders had incomplete or very limited information.

g. Special education referral services and placement history information was available in nineteen of the twenty Confidential Folders reviewed.

In summary, all folders reviewed had most of the information that is required in a Confidential Folder. However, more than one half of them needed some housekeeping with regard to organization and labeling of

information in order to make the information readily identifiable. In addition, while current IEP information was available on all students selected for review, most of this current documentation and program information was located in classroom files. Review committee members have recommended that copies of "working" Individual Education Plans be kept in classroom files for the ease of teacher use, with originals to be filed in the Confidential Folders as soon as completed each Fall.

F. Ancillary Services Satisfaction and Recommendations

All ancillary support service personnel were interviewed about their respective job roles; their satisfaction with current support services including administrative and instructional staff support for therapy activities; and recommendations for improvement. Review committee members found that the questionnaires developed for use with ancillary staff were too lengthy and the questions about job role definitions too repetitive to elicit much meaningful information. Defining the current "state of the art" with regard to support services seemed to be a less useful information gathering procedure than asking staff to rate their satisfaction with services and to make recommendations, if any, for service improvement. For purposes of this report therefore, satisfaction data and recommendations for improvement have been summarized and included here. The results were as follows:

Question: Please rate your satisfaction with current Side-by-Side Program services as provided in each of the following areas:

Fig. X-f1

Area of Service Provided or Position	Very Satisfied 1	2	3	4	Not at all Satisfied 5	Summary Average Rating
		(most satisfied)				
Career Exploration						1.6
Vocational Evaluation						1.6
Side-by-Side Dept. Chairperson						1.6
Occupational Therapy						1.6
Home/School Liaison						1.8
Adaptive Physical Education						1.8
Nursing						1.8
Physical Therapy						1.8
Side-by-Side Classroom Teacher						1.8
School Principal						2.1
Assistant Principal Special Education						2.1
Social Services						2.3
Speech						2.3
		(least satisfied)				

The summary ratings in each service area indicate that on the average, ancillary staff seem satisfied with services as currently provided. Two persons declined to rate their satisfaction with services currently provided.

All ancillary personnel made several recommendations for service change and/or improvement. These recommendations were as follows:

Fig. 4f2

Response	% of Ancillary Staff Making This Response
- need additional administrative support, involvement and concern for total program staff morale	45%
- improve Education Teaming - get all staff more involved with each other in sharing information on students and working together	36%
- expand home school liaison counseling and support functions, decrease scheduling and paperwork duties	27%
- improve interpersonal communication skills across all program personnel	27%
- need more integration of therapy services into the classroom; teaming of therapy and instructional personnel	27%
- need improved physical facilities for adaptive physical education, occupational and physical therapy	27%
- increased physical therapy services are needed (two full time personnel are needed at Manzano)	18%
- increased speech/language services are needed	18%
- need to integrate speech and language development activities into all support and instructional areas	18%
- need regular vocational counseling support person to integrate activities and training across all areas of instruction and support services	18%
- implement school wide inservice or information sharing about Side-by-Side to increase sensitivity to student needs among all other school personnel and students	18%
- need additional social services support	9%
- need regular swimming and water therapy opportunities for many students	9%

NOTE: Percent of staff summaries will not tally to 100 because all interviewees provided several recommendations.

VI. STAFF DEVELOPMENT AND TRAINING NEEDS

Student
Manzano Side-By-Side

VI. STAFF DEVELOPMENT AND TRAINING NEEDS

All Side-by-Side Program staff were asked to identify inservice training opportunities provided to them since employment and to identify which ones had been the most helpful or meaningful in facilitating professional development. In addition, program staff were also asked to identify and describe inservice training needs. The results of the interviews were as follows:

A. Inservice Training Provided

Question 1. Since being employed with APS, have you received inservice training to support your professional development as a Side-by-Side teacher?

Fig. VI-a1

Response	% of Staff Making This Response
Yes	65%
No	30%
No Comment	5%

Question 2: Describe the topic or session(s) that were most meaningful to you.

Fig. VI-a2

Response	% of Staff Making This Response
- CPR training	20%
- self defense and therapeutic restraint training	20%
- Brigance training	10%
- other (Chinese cooking, etc.)	10%
- no information*	10%
- therapeutic horseback riding	5%
- massage therapy	5%
- special arts	5%
- Education Team training	5%
- curriculum development	5%
- Precision Teaching	5%

* Not all staff members who indicated "yes" to receiving inservice provided information as to the topic or nature of preferred inservice activities.

B. Inservice Training Needs

Question 1. Do you have additional inservice training needs?

Fig. VI-b1

Response	% of Staff Making This Response
Yes	75%
No	20%
No Comment	5%

When asked to describe inservice training needs and/or make recommendations about what kinds of inservice activities would be most useful, program staff provided the following information:

Fig. VI-b2

Response	% of Staff Making This Response
- Brigance assessment and use	20%
- sex education training and curriculum	20%
- Education Team training and information	20%
- training/information on ordering of supplies, materials, equipment and suggestions, ideas, etc. about new methods and materials available for use with severely/profoundly handicapped students	20%
- interpersonal communication training (among staff and between staff and administrators)	20%
- behavior management training (MADT training)	15%
- information on prevocational and vocational training activities, current trends, research, etc.	10%
- summer, on-site recertification workshop for staff	10%
- micro computer training	5%
- language development training	5%
- group home living skills information to use in working with students and parents	5%
- physical needs training for physically impaired students (how teachers and aides can better meet individual physical needs)	5%
- curriculum development	5%

Other comments: Have some inservice training sessions with middle school personnel in order to share ideas, exchange information, plan for students' transition to high school environment.

NOTE: Most program personnel made more than one suggestion about inservice training needs. Therefore, the percent category will exceed 100.

C. School Inservice Needs

All Side-by-Side Program staff and regular education personnel interviewed during the review process were asked to identify school wide inservice training needs, if any, relative to the Side-by-Side Program at Manzano. The responses across all groups were summarized into similar categories as follows:

Responses

- additional and ongoing information dissemination activities designed to inform regular teachers, students, and parents about the social, emotional physical and educational needs of severely handicapped students (i.e. films, discussion groups, etc.).

- increased opportunities for regular education students to work as tutors or aides in Side-by-Side classes.

- interpersonal communication strategies training designed to reduce the isolation of specialty groups in the school and to foster intergroup cooperation among all teachers.

- incorporation of physical, social and educational information relative to Side-by-Side students into regular education classes (i.e. health, biology, psychology classes, etc.)

- provision of information to regular educators and parents about special education regulations and funding provisions

- "open house" visitation activities whereby any school personnel could visit and observe Side-by-Side Program activities

Most responses provided by regular and special educators reflect general information needs and are not highly specific as to procedures or format for inservice training activities. The responses however, do clearly indicate a need for ongoing information dissemination and exchange opportunities among all teaching and student groups.

VII. CONSUMER SATISFACTION

Student
Manzano Side-By-Side

VII. CONSUMER SATISFACTION

Side-by-Side Program parents were interviewed by review committee members in an attempt to determine parents' perceptions about program responsiveness to the needs of their children and to obtain comments and suggestions relative to program improvement or change. Students were interviewed by committee members in order to informally assess student likes and dislikes about school; student expectations about post high school activities and to enable committee members to obtain more information about the characteristics (abilities and disabilities) of students being served in the Manzano Side-by-Side program. In the case of a totally non-verbal student, interviewers observed and recorded student behaviors and participation in class activities.

A. Parent Information

Of a random sample of twenty-five (25) Side-by-Side parents, fifteen (15) sets of responses were obtained by review committee members through personal or phone interviews. Of the fifteen (15) inteviews that were completed, ten (10) were answered by mothers, two (2) by fathers and three (3) were completed by other persons such as foster home parents, group home parents and social workers. All of the parents or foster care personnel interviewed had been involved with APS Side-by-Side programs from four to nine years and as reported in Section III of this report, were in general agreement with stated program goals and objectives.

Parents were asked to respond to several questions about program likes and dislikes; frequency of contact with school personnel and reasons for contacts; information on student progress; future expectations about their children; need for additional services and suggestions for program changes and/or improvement. Responses to each question were summarized under brief topic or item heading as follows:

Topic/Item: Likes and Dislikes about Manzano Side-by-Side Program

Fig. VII-a1

Responses - Likes	% of Parents Making Response
- I like my child's teachers - their attitudes, understanding and caring	40%
- my child has a lot of interesting activities to do and children his own age, including regular kids, to be with at school - this helps him be more grown-up	27%
- I like the aides and other helpers - very encouraging and kind	13%
- vocational training and work study is very good - it helps my child be more independent	13%
- the therapy programs are very beneficial to my child	6%

Fig. VII-a2

Responses - Dislikes	% of Parents Making Response
- school program is too far from our home - wish it were closer so we could get to school to see teachers more often; bus ride too long	40%
- need more information from teachers and therapist about what to expect my child to do at home	13%
- don't think my child is getting enough therapy support time (Occupational Therapy, Physical Therapy, and Speech)	13%
- not sure that I agree with giving up academics for vocational training	6%

Of all the "like" responses provided by parents it appears that most feel very positively towards program personnel and believe that their children are being helped to learn and function more maturely. With regard to "dislikes" about the Manzano program, the largest percentage (40%) of parents reported that they felt the program was located at too great a geographic distance from their homes.

NOTE: Percent of parent dislikes will not equal 100% due to fewer responses provided in this category and combination answers.

Topic/Item: Frequency of Contact with School Personnel

Fig. VII-a3

Responses	% of Parents Making Response
- daily	7%
- weekly	20%
- monthly	26%
- once in a while (1-2 times a semester)	26%
- only when a "problem arises" and teacher calls	13%
- only when I (the parent) call	7%

Topic/Item: Reasons for Contact with School Personnel (other than scheduled EAR meetings or parent conferences)

Fig. VII-a4

Responses	% of Parents Making Response
- to get or receive student progress reports or notes on accomplishments	46%
- to discuss problems (i.e., bad behavior or lack of progress)	40%
- to obtain information about special events, programs, trips, etc.	13%

With regard to frequency of contact, 53% of the parents reported monthly, weekly, or daily contacts with the highest frequency being monthly contacts. Forty-three percent (43%) of the parents reported that contact occurred once or twice a semester; as a result of problems or only at their initiation. The highest percentage (26%) of this group reported contacts on a semester or mid semester basis.

Topic/Item: Parental Expectations for Side-by-Side Students After Leaving Manzano

Fig. VII-a5

Responses	% of Parents Making Response
- have a job in the community	40%
- living in a group home	26%
- working in a sheltered workshop	13%
- staying at home	13%
- don't know or "not sure what's out there for him/her to do"	13%
- go to Los Lunas Hospital	6%

NOTE: Percent will not equal 100% due to multiple responses from many parents.

Topic/Item: Additional Service Needs and/or Recommendations for Program Changes

Fig. VII-a6

Responses	% of Parents Making Response
- set up another High School Side-by-Side Program	27%
- more frequent contact with teachers and school people	18%
- need more speech/language and physical therapy services	18%
- more contacts or meeting with parents by program administration	18%
- need more parent training activities on how to help students at home	9%
- more opportunities for Side-by-Side students to be with regular students	9%

Of all of the recommendations made by parents, the most frequently occurring response was related to the establishment of another high school Side-by-Side program. Increased frequency of home/school contacts and additional therapy services were the second most frequent responses, while student integration and parent training opportunities were the least frequently occurring responses.

B. Student Information

Of the twenty-five (25) students randomly selected for review, twenty-four (24) interviews and/or observations were completed. Of this group of twenty-four (24), eighteen (18) students were able to respond directly to interview questions, three (3) were totally non-verbal and two (2) others had sufficiently severe communication deficits as to make their speech almost unintelligible. Observational notes were recorded for all students.

Students who were able to respond directly to interview questions were asked to describe some of their activities in school; what they liked best and least about school; and what they thought they might like to do after graduating from Manzano. Their responses were summarized as follows:

Topic/Item: Descriptions of In-School Activities (What do you do in school?)

Fig. VII-b1

Responses	% of Students Making Response
- work (learn about work and do real work jobs i.e., janitor, cafeteria, make toys)	50%
- math (learn about time, money, schedules)	27%
- read book, reading lessons	27%
- home Economics (learn to cook, clean, sew)	22%
- woodworking	16%
- physical education	10%
- play, play games	5%
- writing	5%
- puzzles	5%
- art	5%

NOTE: Percent of students will not total 100 because multiple responses were provided.

Topic/Item: What do you like best about school?

Fig. VII-b2

Responses	% of Students Making Response
- doing math, reading, learning about money	28%
- work study or work activities	22%
- my teachers	11%
- being with my friends	11%
- riding the bus	11%
- physical education	5%
- swimming	5%
- woodshop	5%
- eating lunch	5%

NOTE: Percent of students will not total 100 because multiple responses were provided.

Topic Item: What do you like least about school?

Fig. VII-b3

Responses	% of Students Making Response
- nothing (I like school)	59%
- things I can't do (sports)	10%
- don't like other kids getting mad at me	10%
- kids fighting	5%
- getting into trouble	5%
- writing (it's hard)	5%
- too many rules	5%

Topic/Item: What would you like to do after you leave/graduate from Manzano?

Fig. VII-b4

Responses	% of Students Making Response
- get a job (unspecified)	28%
- work at Division of Vocational Rehabilitation	21%
- don't know	10%
- work in a store	5%
- be a janitor	5%
- work with little kids	5%
- go to Technical Vocational Institute (T-VI)	5%
- be a nurse	5%
- do woodworking	5%
- stay home	5%
- become a mechanic	5%

Of the students able to provide responses to the above questions, eighty-four percent (84%) indicated that they wanted to work either in a specific area, or in general. Only ten percent (10%) indicated that they didn't know what they might do after leaving Manzano.

VIII. SERVICE PROVIDER CONCERNS

Student
Manzano Side-By-Side

VIII. SERVICE PROVIDER CONCERNS

Throughout the review process and in the context of questions summarized in other sections of this report, program staff identified needs and concerns relative to improving or modifying Side-by-Side Program services at Manzano. Some of these needs (i.e. inservice training and staff development) have already been summarized in other parts of this report and will not be repeated here. This section presents a list of general and specific concerns identified by staff to reviewers. It should be noted that in all cases, concerns were expressed from the perspective of professional persons charged with the responsibility of providing the most optimum range of educational and theraputic services to meet the needs of the most severely handicapped population of students enrolled in the Albuquerque Public School system.

Concerns

- current physical plant facilities for therapy services are inadequate
- some of the present classroom and work facilities are too isolated from the main campus network
- some feelings of isolation and lack of personal support exist, which staff perceive as detrimental to morale
- improved communication is needed among Side-by-Side staff; between staff and administration and between Side-by-Side program personnel and regular education program personnel
- more specific and differentiated job descriptions are needed for aide personnel working in Side-by-Side programs
- improved salary schedules are needed as well as the provision of additional training opportunities for all staff with very severely handicapped student populations
- insufficient amount of therapy services due to lack of personnel
- additional staff support for low functioning physically impaired students
- a comprehensive sex and health education program of services and curriculum is needed for all students
- need for more involvement with community agencies and businesses in order to develop additional employment and job training opportunities for students.
- more involvement with group home personnel (i.e. sharing ideas, needs of students, expectations for students behavior, skills, etc.) is needed in order to better modify in-school training activities

- higher visibility and increased level of involvement by administrative personnel is needed in day to day classroom activities

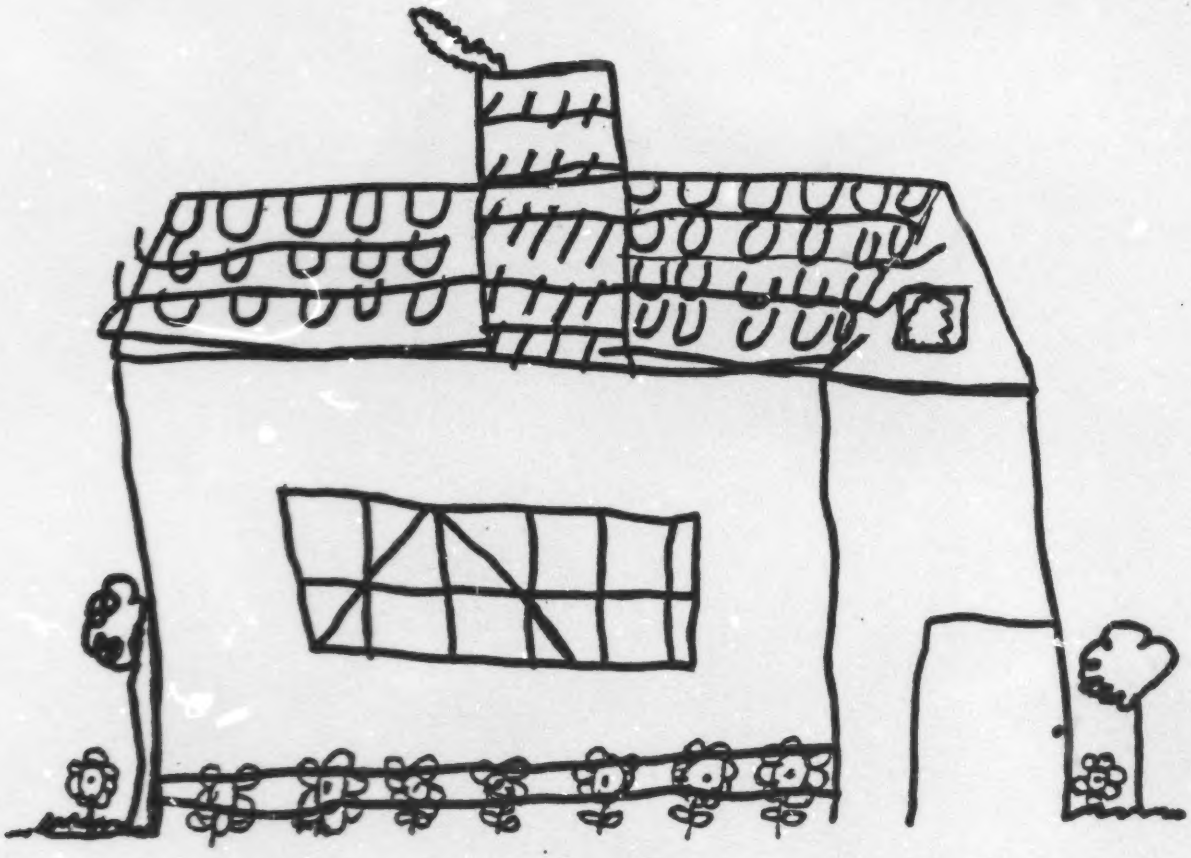
- a need exists for increased flexibility with regard to teacher/student staffing patterns, organization of team teaching activities, rotation of students and curriculum alternatives for small and large groups of students

- increased participation of all staff in decisions about student placement, scheduling, staffing, and curriculum development is needed

- personal counseling support should be reinstated for all staff members

- home liaison services to facilitate greater parental involvement and to implement more home training activities for students should be increased

IX. REGULAR EDUCATION ATTITUDES TOWARD THE SIDE-BY-SIDE PROGRAM



Student
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IX. REGULAR EDUCATION ATTITUDES TOWARD THE SIDE-BY-SIDE PROGRAM

The attitudes of regular education faculty towards special programs have long been considered an important variable for special education to consider in attempting to implement and maintain a successful service program in the public schools. The Side-by-Side Review Committee addressed this concern by selecting a random sample of regular education staff from the Manzano faculty and administering an attitude questionnaire. No personal interviews were conducted with regular education faculty in an attempt to avoid intrusion into their personal time and to maintain optimum anonymity. A one page questionnaire with items about Side-by-Side inservice and program orientation information; personal attitudes toward the severely handicapped; and public school responsibility for the severely handicapped was administered to fifty regular education faculty members. Demographic information about age, sex, teaching area, total teaching experience and number of years at Manzano was also requested from each respondent. Thirty-six (36) of fifty (50) questionnaires, or a 72% response rate was obtained. The results were as follows:

Fig. IX-1

Demographic Characteristics of Regular Education Respondents

Age	Number
21 - 30 years	2
31 - 40 years	18
41 - 50 years	10
over 50	6
N =	36

Sex	Number
Female	20
Male	16
N =	36

Fig. IX-2

Years of Teaching Experience (Total)

Range of Experience = 1 - 30 years

Total Number of Responses = 36

Average Years Experience = 11.6 years

Fig. IX-3

Years Teaching at Manzano

Range = 0 - 22 years

Total Number of Responses = 36

*Average Number of Years at Manzano = 7.3 years

*NOTE: These results indicate that the majority of the teachers responding were employed at Manzano prior to the beginning of the Side-by-Side Program. (Average of 7.2 years versus 5 years Side-by-Side has been in operation.) These same teachers also participated in the intensive preservice and orientation conducted for the entire faculty prior to Side-by-Side Program startup.

Teaching Areas Represented

Thirty (30) responses were obtained to this item. Teaching areas represented included: social studies, fine arts, English, anthropology, math, home economics, science, history, health, business, civics, biology, and physical education. Non-instructional areas represented included library and media services and counseling.

The demographic information reported by regular education faculty members indicates the average respondent age to be between thirty-one and forty years; the average number of years teaching experience to be 11.6; and the average length of employment at Manzano to be 7.3 years. Enough different teaching and non-teaching disciplines from the overall Manzano programs were identified from the questionnaires to indicate that a representative, as well as random, sample of teacher responses was obtained.

The following chart presents a summary of all responses to attitude items obtained from regular education faculty at Manzano.

ATTITUDE QUESTION SUMMARY

Fig. IX-4

Item	Response	Number Responding	% of Total
1. Inservice or orientation received relative to Side-by-Side program at Manzano	*-Need or want more information	19	61.2%
	-Have sufficient information	8	25.8%
	-Don't need or want any additional information	4	12.9%
		N = 31	
2. Attitude toward integration of severely handicapped students with regular education students, in classroom as well as in school activities/events	-Positive	24	77.4%
	-Negative	2	6.4%
	-No opinion	5	16.1%
		N = 31	
3. Teacher's own attitude towards the Side-by-Side Program at Manzano	-Positive (supportive)	20	62.5%
	-Negative (SxS should not be at Manzano)	1	3.1%
	-Neutral/no opinion	11	34.3%
		N = 32	
4. Effect of Side-by-Side Program students on regular education students	-Positive influence	24	75.0%
	-Negative influence	0	0%
	-Little effect	4	12.5%
	-No opinion	4	12.5%
		N = 32	
5. Are Public School Side-by-Side programs a viable educational alternative in terms of cost, staffing, equipment, supplies, etc. to institutionalizing severely handicapped high school age students?	-Yes	19	79.1%
	-No	5	20.8%
	-No opinion	0	0%
		N = 24	
6. Should public schools be responsible for the education of severely handicapped high school age students?	-Yes	15	48.4%
	-No	10	32.2%
	**-In some cases	2	6.4%
	**-Don't know	4	12.9%
		N = 31	

* see note about length of employment of the respondents
** answers added to questionnaire by respondents

The summary of responses by regular educators indicates a generally positive attitude towards the Side-by-Side program as well as positive perceptions about the impact of the presence of severely handicapped students on the regular student population at Manzano. However, while regular educators viewed public schools as a viable alternative to institutionalization for severely handicapped students, their responses were slightly less positive when asked if public schools <u>should be</u> responsible for educating severely handicapped students.

Additional comments or questions about the Side-by-Side Program at Manzano were also solicited from respondents. Fifteen or 41.6% of the total group provided one or more additional responses. Similar comments or questions were grouped together and summarized as follows:

Fig. IX-5

Comments/Questions	Number of Persons Making This Response	% of Total
Cost		
Program is too expensive; regular education funding should not be reduced in order to serve the very severely handicapped; what are the exact costs of serving these students in public schools vs. an institution?	4	23.5%
Integration		
Having severely handicapped students on campus has helped some of my students learn to be more tolerant and accepting of other peoples' differences; program staffs tend to segregate themselves; we need help to encourage faculty to work together more to support all students; we need more interaction with Side-by-Side staff.	4	23.5%
Funding		
Are special education students funded separately?; do not understand funding formula for special education students or even for regular students.	3	17.6%
Efficacy		
How much can the very severely handicapped student benefit from being in a public school?; what other program alternatives other than institutions might be available to help some of the very ill and disabled students?	3	17.6%
Inservice		
More regular teachers and students need to know about the Side-by-Side program; some teachers would be more actively supportive of Side-by-Side if they knew more about the program, had a chance to visit during school hours, etc.	3	17.6%
Total # of Responses = 17		

The additional comments made by regular educators definitely suggest some topics that might be appropriate for inservice training activities and/or faculty information exchange sessions. Regular educators appear to need specific and accurate information about state funding provisions for services to handicapped students as well as opportunities to gain first hand information about Side-by-Side Program activities. Additionally, the comments under integration and inservice would suggest a need for on-going information and awareness dissemination activities as well as increased administrative support for activities to facilitate intra and inter staff communication and cooperation.

X. RECOMMENDATIONS

Student
Manzano Side-By-Side

X. RECOMMENDATIONS

This section of the Manzano Side-by-Side Program Review attempts to summarize all of the recommendations made by program staff, administrative personnel, parents and support therapy personnel with regard to Side-by-Side program modification and the implementation of a second high school level Side-by-Side program.

The recommendations have been categorized into areas of general program operations as follows:

A. Administration

- Assign one full time assistant principal to be responsible for overall Side-by-Side program administration and supervision, separate from any other special education program responsibilities
- Assign one teaching faculty member to serve as a Side-by-Side Department Chair to assist teachers with individual student programming and curriculum development; restrict teaching responsibilities to an A level capacity
- Provide weekly opportunities for administrative observation and participation in classroom activities
- Clearly define various administrative roles and responsibilities

B. Staffing

- Consider alternative staffing patterns to the standard D level program ratio; involve staff in development of alternative staffing patterns and decisions regarding curriculum offerings
- Recruit personnel with previous experience and training in the teaching of the severely retarded, physically and multiply impaired, deaf/blind, and emotionally disturbed
- Provide full time home liaison services with an emphasis on counseling and training of parents and counseling support to students and program staff
- Improve salary schedules for aide personnel and modify existing job descriptions to more adequately reflect actual work responsibilities with the Side-by-Side population of students
- Increase aide support with severely physically impaired students
- Provide full array of therapy services needed by students and restrict case load to no more than 1-15 or 1-20 ratio
- Provide full time vocational counseling services for students and parents in addition to assessment services
- Increase integration of therapy services into the classroom; emphasize teaming of therapy and instructional personnel.

C. Curriculum

- Develop and implement a complete sex and health education curriculum for all students. Provide extensive training to all staff with regard to implementing these services effectively

D. Facilities and Equipment

- Provide physical plant space specifically modified for the severely handicapped
- Integrate physical plant space use into regular campus facilities
- Provide modified therapy rooms for each support therapy to provide individual and small group instruction
- Insure that all classroom and therapy spaces have complete bathroom facilities
- Provide workshop and home living space areas sufficient to accommodate work training activities and fitted with updated equipment and tools modified for use by severely handicapped students; involve vocational and work study staff in decisions regarding space use and modification

Other Recommendations

- Continue to maintain Confidential Files on site
- Develop comprehensive network of business and community agency personnel to facilitate work training opportunities and placement for students
- Develop network of support agency personnel from social services, Division of Vocational Rehabilitation, Association for Retarded Citizens, etc. to provide input to teachers, support staff and parents on services available, areas of development needed, and realistic behavioral expectations for students entering group homes
- Establish a district special health needs committee to review programming alternatives for chronically ill students currently in school less than one-half time; consider the development of alternative programming in coordination with community agencies.